Final Report

December 1984

SPECIAL ORIENTATION TECHNIQUES: S-I, S-II, S-III (U)

By: HAROLD E. PUTHOFF

Prepared for:

DEPARTMENT OF THE ARMY
USAINSCOM
FORT GEORGE G. MEADE, MARYLAND 20755
Attention: LT. COL. BRIAN BUZBY

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Covering the Period 15 November 1983 to 15 December 1984

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I OBJECTIVE (U)

(S/CL-3/NOFORN) SRI International is tasked with developing remote viewing (RV)* enhancement techniques to meet DoD requirements. Of particular interest is the development of procedures that have potential military intelligence application, and that can be transmitted to others in a structured fashion (i.e., "training" procedures).

(S/CL-3/NOFORN) Under particular study in this effort is whether a Coordinate Remote Viewing (CRV) technology, a technique that utilizes coordinates to facilitate acquisition of a remote-viewing target, can be successfully transferred to INSCOM personnel.

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*(U) RV is the acquisition and description, by mental means, of information blocked from ordinary perception by distance or shielding.

II INTRODUCTION (U)

A. (U) General

(S/CL-3/NOFORN) At the beginning of FY 1981, SRI International made a decision to develop and codify a promising RV enhancement procedure that had emerged from earlier work--a multistage coordinate remote-viewing training procedure developed in conjunction with an SRI consultant, Mr. I. Swann. In this procedure, coordinates (latitude and longitude in degrees, minutes, and seconds) are utilized as the targeting method. The method is structured to proceed through a series of well-defined stages in a particular order--hypothesized to correspond to stages of increased contact with the target site (see Table 1). The basic hypotheses of the procedure have been investigated under strict double-blind testing conditions to document whether, and to what degree, the training approach can provide a viable vehicle for RV technology transfer to INSCOM and other personnel.*

(S/CL-3/NOFORN) For this effort, INSCOM selected four individuals to be trained in the techniques of the first three stages (S-I through S-III) of the procedure as it stands to date (six in all have been developed).

B. (U) Description of Procedure

1. (U) Overview

(U) We begin with the basic premise of the training procedure under study: the major problem with naive attempts to remote view is that the attempt to visualize a remote site tends to stimulate memory and imagination--usually in visual-image forms. As the RVer becomes aware of

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*(U) Puthoff, H. E., "Track I Training R&D (U)," Final Report SRI/GF-0270, SRI International, Menlo Park, CA (December 1984), SECRET/NOFORN.

Table 1

(U) STAGES IN REMOTE VIEWING

Stages		Example
I	Major gestalt	Land surrounded by water, an island
II	Sensory contact	Cold sensation, wind-swept feeling
III	Dimension, motion, mobility	Rising up, panoramic view, island outline
IV	General qualitative analytical aspects	Scientific research, live organisms
V	Specific analytical aspects (by interrogating signal line)	Biological warfare (BW), preparation site
VI	Three-dimensional contact, modeling	Layouts, details, further analytical contact

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(U)

the first few data bits, there appears to be a largely spontaneous and undisciplined rational effort to extrapolate and "fill in the blanks." This is presumably driven by a need to resolve the ambiguity associated with the fragmentary nature of the emerging perception. The result is a premature internal analysis and interpretation on the part of the RVer. (For example, an impression of an island is immediately interpreted as Hawaii.) This we call analytical overlay (AOL).

(U) Our investigation of these overlay patterns suggests a model of RV functioning shown schematically in Figure 1. With the application of a "stimulus" (e.g., the reading of a coordinate), there appears to be a momentary burst of "signal" that enters into awareness for a few seconds at most, and then fades away. The overlays appear to be triggered at this point to fill in the void. Success in handling this complex process requires that the RVer learn to "grab" incoming data bits while simultaneously attempting to identify the overlays as such.

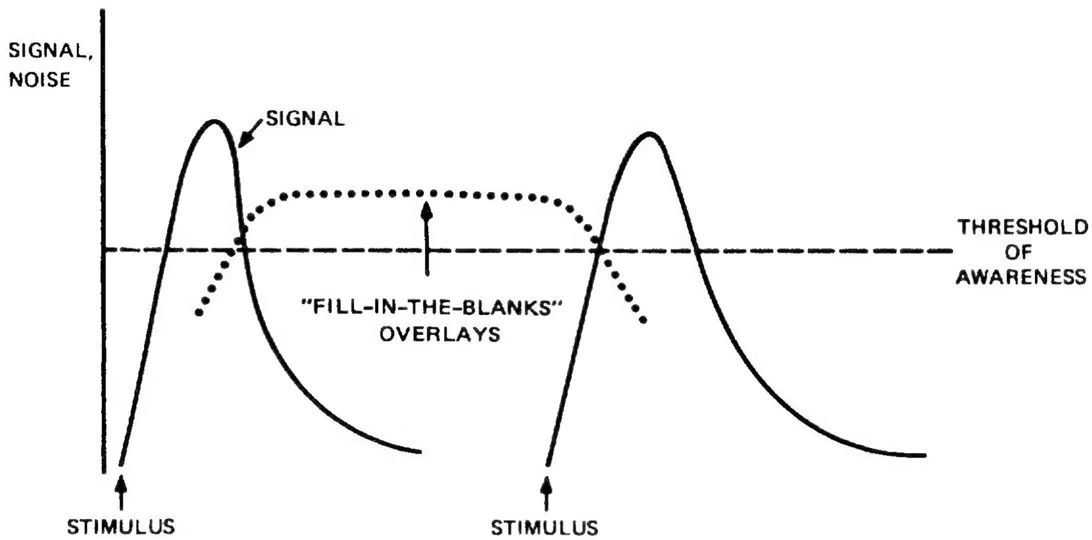

FIGURE 1 (U) SCHEMATIC REPRESENTATION OF REMOTE VIEWER RESPONSE TO CRV SITUATION

(U) Observation of this process in earlier development work suggests that the above behavior can be learned. Specifically, it appears that the RVer being trained in accordance with procedures developed in that program can be expected to exhibit a performance curve of the type shown in Figure 2. In brief, after being exposed to the basic concepts of the training procedure, the RVer typically exhibits a short period of spontaneous "first-time effect" of very-high quality response (usually three or four sessions at most). This response cannot, however, be maintained, and is followed by a drop to a low level of performance--at which point substantive learning can begin. If learning is to take place, it then proceeds forward from that point until saturation at some skill plateau is reached.

(U) As indicated earlier, the RV training procedure is structured to proceed through a series of stages hypothesized to correspond to stages of increased contact with the target site. These stages (described in more detail below) are tutored in order, with presentation of theory followed by a series of practice sessions taking a few weeks per stage. The RVer thus moves up through the stages, concentrating on the elements to be mastered in each stage before proceeding to the next.

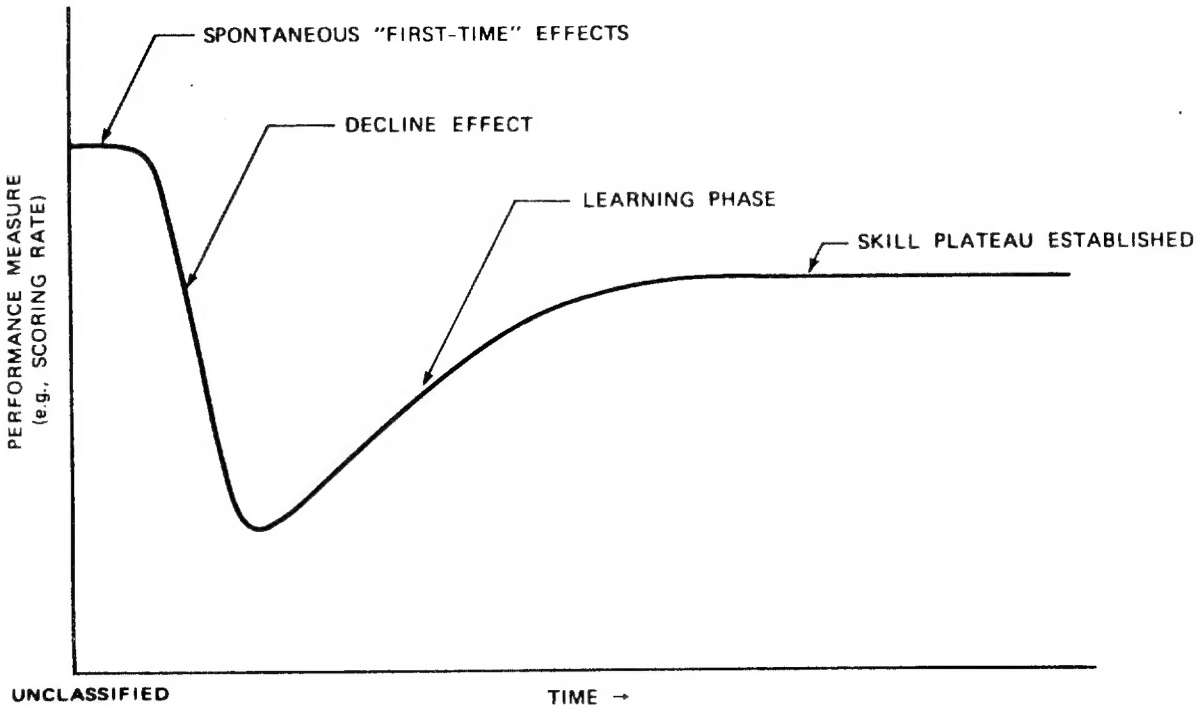

FIGURE 2 (U) IDEALIZED PERFORMANCE-OVER-TIME CURVE

(U)

In the development work that preceded this study, it was found that an experienced remote viewer applying the techniques that are learned in this procedure tends to recapitulate the stages in order. The contents of the stages (as evolved in the development work) are as shown in Table 1, and the techniques employed in the stages are described in the following paragraphs.

2. (U) <u>Stage I (Major Gestalt)</u>

(U) In Stage I, the RVer is trained to provide a quick-reaction response to the reading of site coordinates by a monitor. The response takes the form of an immediate, primitive "squiggle" on the paper (called an ideogram), which captures an overall motion/feeling of the gestalt of the site (e.g., wavy/fluid for water). Note that this response is essentially kinesthetic, rather than visual.

3. (U) Stage II (Sensory Contact)

(U) In Stage II, the RVers are trained to become sensitive to physical sensations associated with the site, i.e., sensations they might experience if they were physically located at the site (heat, cold, wind, sounds, smells, tactile sensations, and the like). Again, this response is essentially nonvisual in nature (although color sensations may arise as a legitimate Stage II response). Of course, in both Stage I and Stage II, visual images may emerge spontaneously. In that case, they are not suppressed, but simply noted and labeled as AOLs.

4. (U) Stage III (Dimension, Motion, and Mobility)

(U) Whereas in Stage I and Stage II viewing, data appear to emerge (typically) as fragmented data bits, in Stage III, we observe the emergence of a broader concept of the site. With Stage I and II data forming a foundation, contact with the site appears sufficiently strengthened that the viewer begins to have an overall appreciation of the site as a whole (which we label "aesthetic impact"). Thus, there is an apparent increased contact with the site that constitutes a "widening of the aperture," as it were. Dimensional aspects such as size, distance, and motion begin to come into play, and emphasis is placed on generating configurational outlines and sketches (e.g., the outline of an island). Examples of Stage III-level viewing are provided in the footnoted reference* and later in this report. The final product of S-I through S-III training is directed toward recognition of the overall gestalt and physical configuration of the target site.

5. (U) Summary S-I Through S-III

(U) In Stages I through III, information is collected in the form of ideograms, and their motion and feeling (S-I), sensations at the site (S-II), and sketches that result from expanded contact with the site

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*(U) Puthoff, H. E., "Special Orientation Techniques: S-IV (U)," Final Report 941/CL-0020, SRI International, Menlo Park, CA (July 1984), SECRET/NOFORN.

(U)

(S-III). These various "carrier" signals are individual in nature, and special techniques have been developed to handle each in turn, more or less in a serial fashion. To keep these separate signal lines on track requires exceptional control of session structure--an ability trained for in the lengthy S-I through S-III training period. Once stabilized, Stage III forms the platform upon which can be built the more refined techniques of succeeding stages.

III TRAINING ACTIVITY (U)

A. (U) Method of Approach

1. (U) General Design

(U) The purpose of this effort is to apply the RV procedures described in the previous section as a technology transfer/training methodology. Training consists of a series of lectures by a training instructor/monitor (Mr. I. Swann), interspersed with RV sessions. In the lectures, the principles of a particular stage under consideration are thoroughly discussed. In addition, a number of practical exercises are carried out, such as drills in sketching, exercises in listing possible sensations one could experience at a site, and so forth. In the overall design of the training effort, emphasis is placed on extended practice under close supervision of the training monitor.

2. (U) Target Site Preparation

(U) Because the RV training procedure involved targeting on sites around the world, given only the geographical coordinates of those sites, an important preparation step is the generation of target materials. An SRI analyst charged with this responsibility prepares these materials (folders with site information). The primary use of these materials is to provide feedback at session end; for the purposes of training and evaluation, sites are chosen for which feedback information in some form is available. Sites/feedback materials consist of > 5000 map sites (U.S.G.S. Series E maps, G.N.I.S.; Army Map Agency maps; World Aeronautical Charts; atlases), specially-obtained materials on various technological sites, and over 1500 National Geographic magazine sites. These materials are continually updated.

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3. (U) Session Protocol (Training)

(U) At the beginning of the session, the monitor and the RVer enter the RV session chamber. The monitor has in his possession targeting information in the form of a folder of feedback materials; coordinates are notated on the outside. The monitor reads the coordinates as a prompter (stimulus) for the RVer, takes notes for later discussion, and so forth. Unlike the protocols used in the documentation studies (see, for example, reference referred to in Introduction Section), the monitor here is not blind as to the target. Thus, the training sessions are not carried out in a double-blind protocol. As part of the beginning gradient of orienting the trainee to the RV structure, the training monitor has the option of providing intrasession feedback as the session progresses. The environment of the training sessions, not being cue-free, therefore constitutes a separate category of activity as compared with double-blind testing conditions required for documentation of proof-of-principle.

B. (U) Trainee Progress

1. (U) Task Scheduling

(S/CL-3/NOFORN) Beginning in January 1984, four INSCOM RV trainees were assigned to S-I through S-III training. A training schedule for the year was set up in accordance with the following time estimates derived from earlier development work:

Stage I	4 to 7 weeks
Stage II	2 to 6 weeks
Stage III	12 to 16 weeks
Total	Approximately 24 weeks

The training effort was generally broken up into 2-week sessions each, with 2-to-4-week breaks between sessions. Training was carried out at both the SRI/New York and the SRI/Menlo Park facilities on a site schedule that was mutually agreed upon by INSCOM and SRI personnel.

2. (U) Baseline Data

(S/CL-3/NOFORN) In accordance with standard practice in SRI training programs:

- The four INSCOM RV trainees were assigned random three-digit code designators (Numbers 146, 344, 596, and 765) by which all report data would be coded.
- Psychological profile tests were administered to provide data for a separate Selection/Screening Task.
- As a measure of baseline response to coordinate-designated target sites, each trainee generated, under double-blind testing conditions, a descriptor-list response to six sites, using latitude and longitude in degrees, minutes and seconds. These data were then archived to be available for later comparative evaluation. (See Appendix for Descriptor List format.)

3. (U) Stage-by-Stage Training Rates

a. (U) Stage I

(S/CL-3/NOFORN) The point of completion of each of the training stages for each of the trainees is determined by the training monitor. The monitor tracks the progress of the trainees in accordance with certain evaluation procedures that indicate to him that the trainee has grasped the fundamentals of the stage in question. All four client-selected trainees who embarked on S-I training at the beginning of the year completed S-I around mid-July--after approximately 13 weeks of training. The numbers of training sites required for each trainee to achieve proficiency in Stage I procedures are shown in Table 2.

(S/CL-3/NOFORN) The total number of training sites used was somewhat in excess of what was anticipated. The average of approximately 83 sites per trainee was compared with that of two earlier trainee groups: a prototype development group of four (average of 54 sites per trainee), and a previous, client-selected group of two (also average of 54 sites per trainee). We also see a wide variation in the number of sites per trainee to complete Stage I.

Table 2

(U) TRAINING SITES FOR PROFICIENCY IN STAGE I PROCEDURES

RVer	Number of Training Sites
#344	69
#146	75
#765	87
#596	99
	Total 330

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(U) With regard to the above statistics, it would seem natural to interpret the differences as an indication of increased difficulty with the present trainee group as compared with earlier groups, or with certain individuals in the group relative to the others. This interpretation should be discouraged. The difference in the amount of sites during any given period only reflects that a greater "noisy" period was encountered at this particular point before consolidation of the emerging aptitude--a period that emerges in every trainee at some point. Experience has shown that the number of sites required during any particular training sequence does not appear to be an important factor in the long run.

b. (U) Stage II

(S/CL-3/NOFORN) All four trainees completed Stage II in mid-October, after five weeks of training, which is within the expected parameters. The numbers of training sites required for each trainee to achieve proficiency on Stage II are shown in Table 3.

Table 3

(U) TRAINING SITES FOR PROFICIENCY IN STAGE II PROCEDURES

RVer	Number of Training Sites	
#344		18
#146		19
#765		21
#596		38
	Total	96

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c. (U) Stage III

(S/CL-3/NOFORN) Stage III training has been brought to a completion in the month of December, after five weeks effort. The decrease in time required (below that originally estimated) was due, in part, to the introduction of a new procedure in the use of sketching, which resulted in considerable shortening of the overall protocol (detached analytical sketching following generation of signal-line data). The numbers of training sites utilized by the trainees in S-III training are shown in Table 4.

4. (U) S-III Proficiency Level

(S/CL-3/NOFORN) Some indication of the level of proficiency reached in S-III training can be seen in selected samples of RVer response in the training format. In Figure 3, the RVer's results are summarized in the form of a sketch, which can be compared with the accompanying photograph of the target site. Similar results are shown in Figures 4 through 6. Shown in Figure 7 are the responses of two RVers to a surprise technological site. The final product of S-III training is the routine generation of results of this caliber.

Table 4

(U) TRAINING SITES FOR PROFICIENCY IN STAGE III PROCEDURES

RVer	Number of Training Sites
#765	27
#344	42
#146	42
#596	45
Total	156

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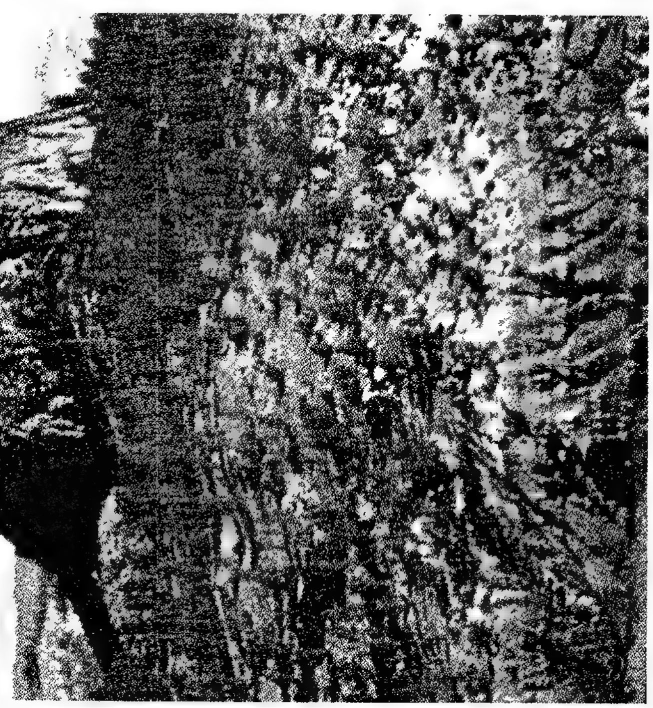

(a) SITE

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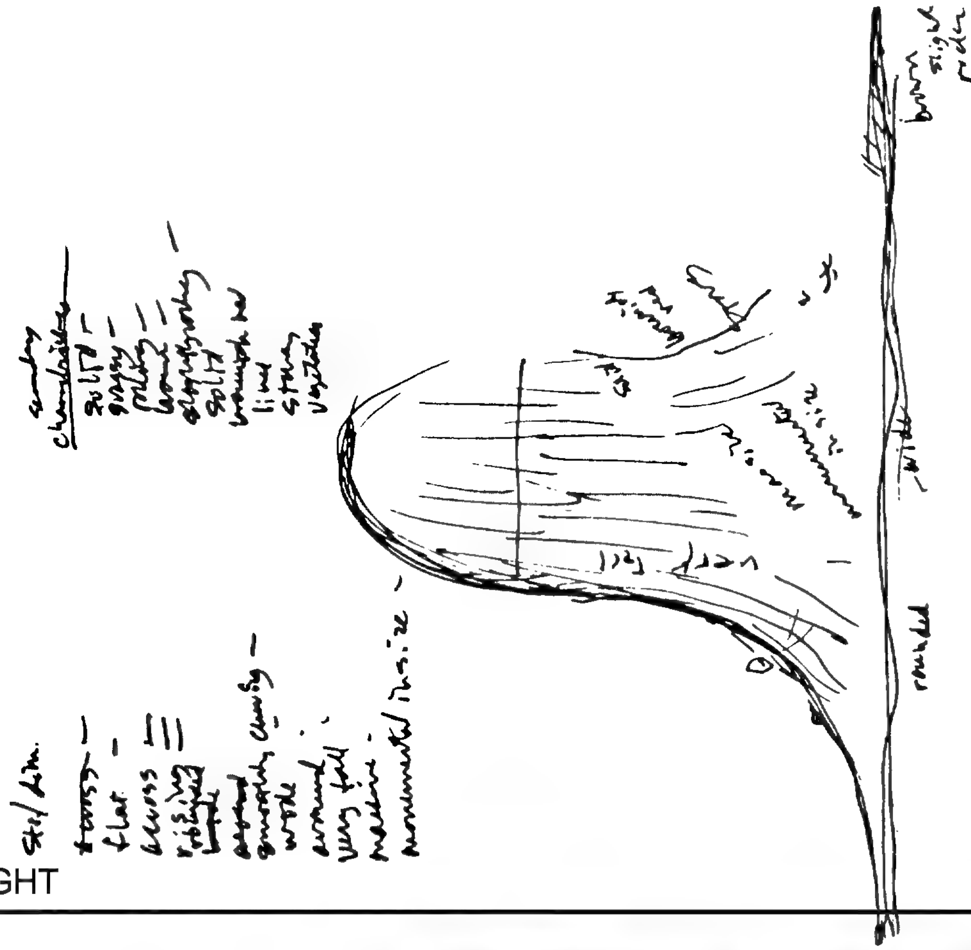
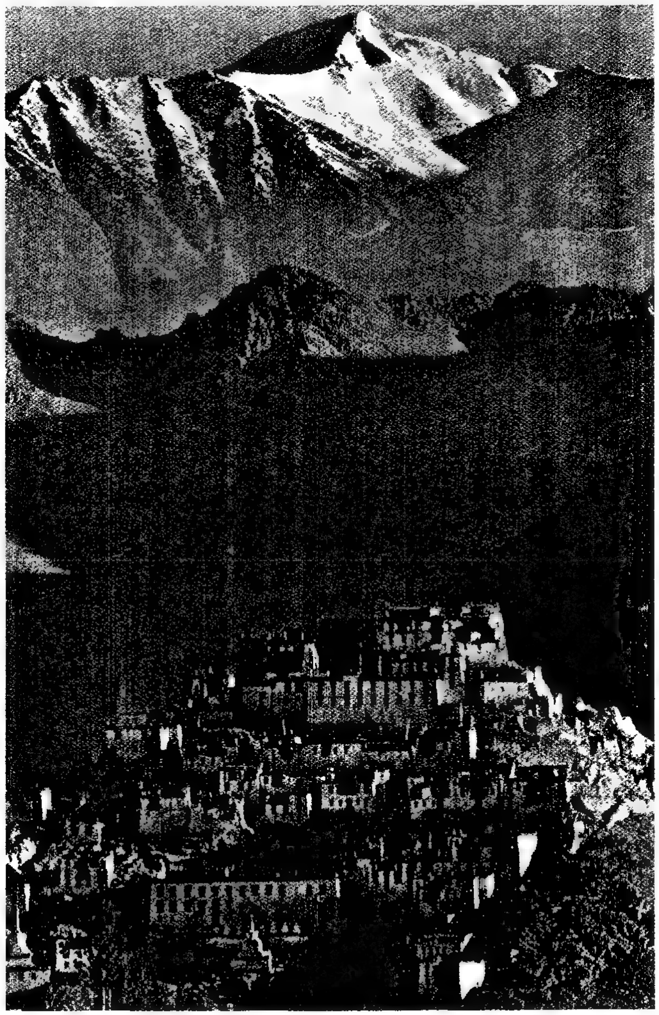
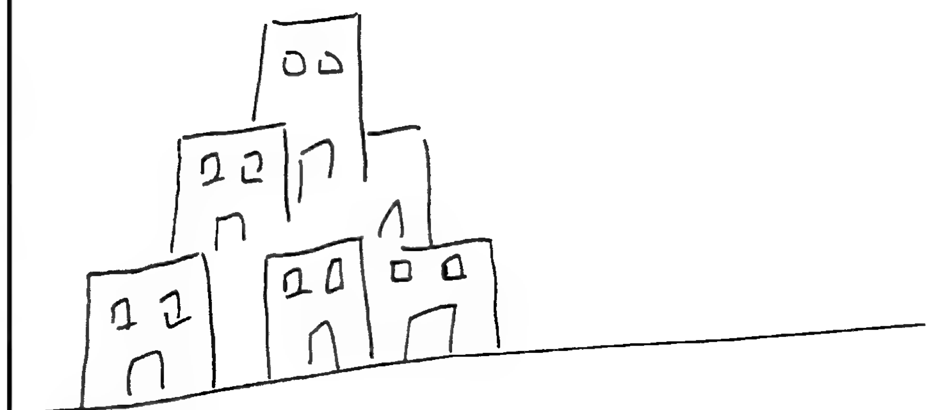


(b) RVer #765 RESPONSE

FIGURE 3 (U) DEVILS TOWER, WYOMING



(a) SITE



Valley stacked on a mountain.

(b) RVer #344 RESPONSE

FIGURE 4 (U) LAMASERY OF TIKSE, TIBET

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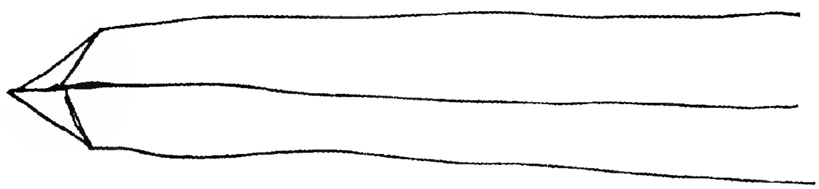
(a) SITE



Wash monument.

(b) RVer #696 RESPONSE

FIGURE 5 (U) WASHINGTON MONUMENT

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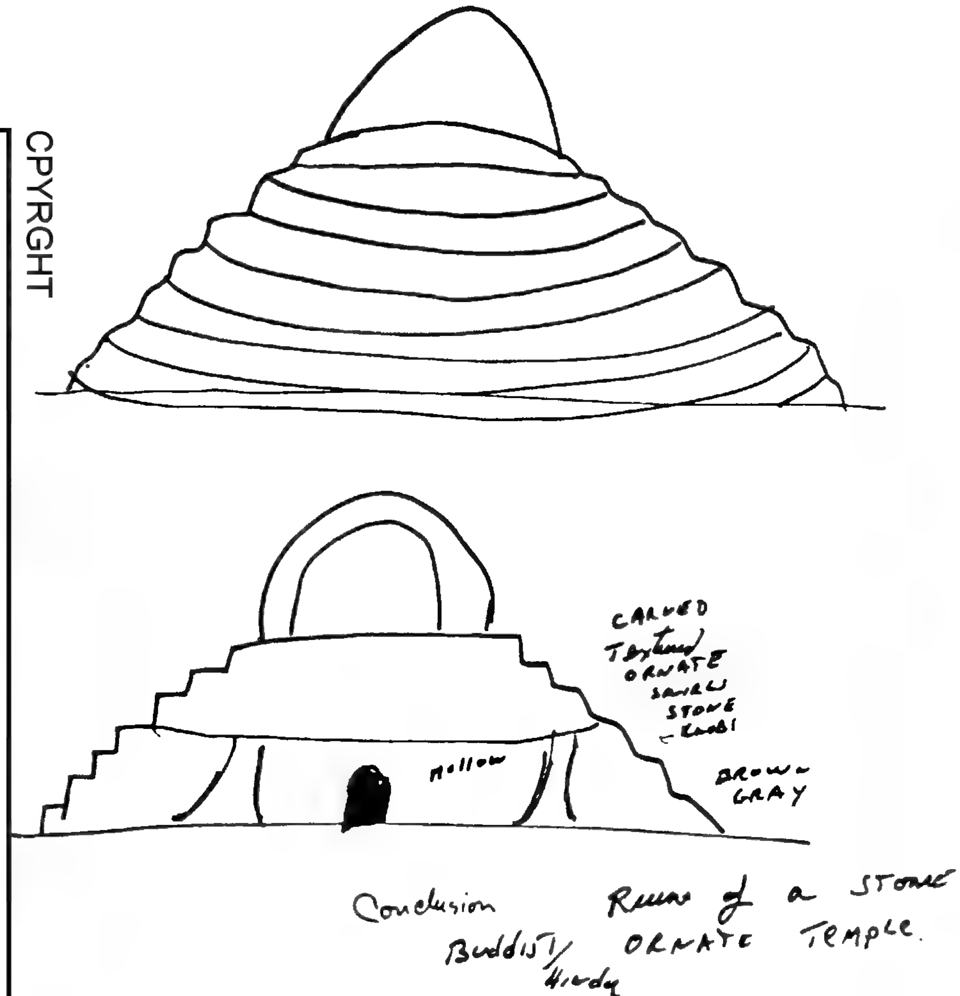
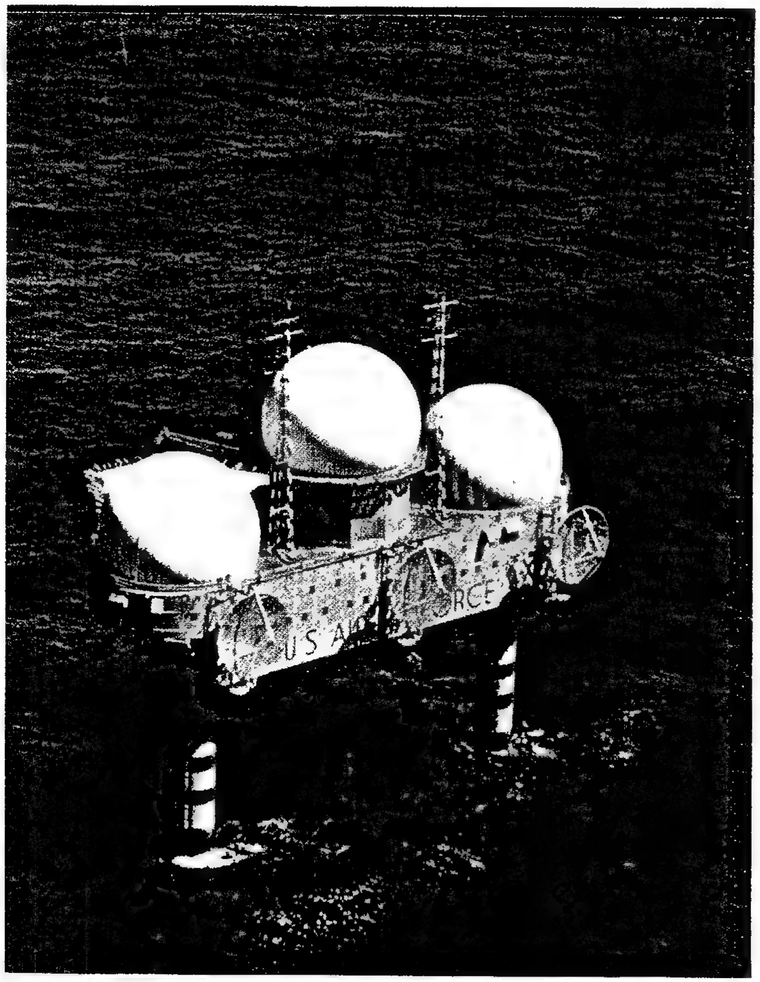
(a) SITE

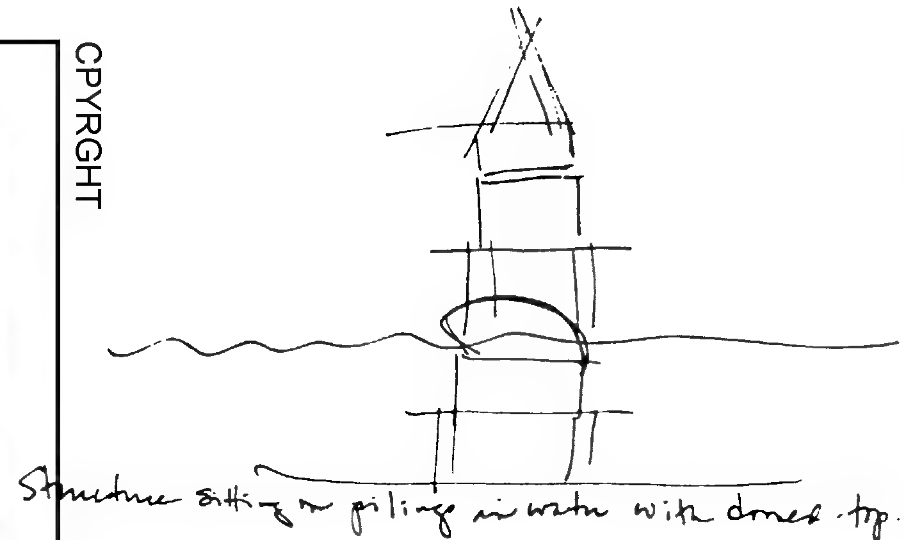


(c) RVer #146 RESPONSE

FIGURE 6 (U) TEMPLES OF PAGAN, BURMA



(a) SITE



(b) RVer #344 RESPONSE

(b) RVer #146 RESPONSE

FIGURE 7 (U) TOWER NO. 2 RADAR STATION, GEORGES BANK

IV TRAINING EVALUATION AND RECOMMENDATIONS (U)

A. (U) Overview

(S/CL-3/NOFORN) SRI International has had under development for some time an empirically-derived training package developed in conjunction with SRI Consultant I. Swann. Its purpose is to attempt to meet DoD requirements for the development of procedures that have military application potential, and that can be transmitted to others.

(S/CL-3/NOFORN) In the calendar year 1984, four Army INSCOM personnel were selected by the client as trainees in the S-I through S-III portion of the training package described in the above paragraph. With I. Swann as the training monitor, the trainees received orientation, then carried out an average of 145 practice RV sessions each. Altogether, a 23-week effort was expended in the delivery of the S-I through S-III training package. This is close to the original estimate of approximately 24 weeks, even though the distribution of weeks among the various stages differed from what we anticipated.

(S/CL-3/NOFORN) Each of the four trainees responded to the training in accordance with their individual differences, but all exhibited an apparently high intelligence, a quick grasp of the fundamentals of the training, a seriousness of purpose, and a diligence in pursuing the repetitive training the tasks required. In response to the training, which takes into account the individualities of each trainee, each of the four generally performed along the lines of expectation derived from experience with previous training development groups, and all showed an aptitude for continued development.

B. (U) Recommendations for Follow-On Actions

(U) Given the quality of response to the S-I through S-III training, two recommendations for follow-on actions are offered:

(U)

(1) Because the detailed authentication of the S-I through S-III skills transfer (e.g., by extensive double-blind testing) was beyond the scope of the present effort, it is recommended that the client enlist the trainees' present skill level to pursue appropriate in-house tasks (whether in a test or an application mode), to determine the overall efficacy of the training as applied to client documentation needs.

(2) The trainees should be afforded an opportunity to incorporate additional skills from further training when appropriate.

Appendix

DESCRIPTOR LIST FORMAT (U)

Appendix

DESCRIPTOR LIST FORMAT (U)

		Yes	No
1.	Is the site area predominantly flat?	___	___
2.	Is water a significant element at the site?	___	___
3.	Is a hill or mountain, or range of hills or mountains a significant feature of the site?	___	___
4.	Are buildings or other man-made structures a significant part of the site?	___	___
5.	Is the central focus or predominant ambience of the site primarily natural, rather than artificial or man-made?	___	___
6.	Is a large expanse of water (ocean, sea, gulf, lake or bay) a predominant aspect of the site?	___	___
7.	Is a land/water interface a significant feature of the site?	___	___
8.	Is an island a significant feature of the site?	___	___
9.	Is a settlement, village or town a significant feature of the site?	___	___
10.	Is the ambience of the site predominantly that of a city?	___	___
11.	Is a road or other path-like structure (bridge, railroad tracks, runway) a predominant part of the site?	___	___
12.	Are there any posts, poles, smokestacks, columns or similar thin vertical objects (excluding trees) that are central to the site?	___	___
13.	Does a single major object, structure or natural feature dominate the site?	___	___
14.	Is the site predominantly dry to the point of being arid?	___	___

		Yes	No
15.	Is the site predominantly humid?	___	___
16.	Is snow or ice a significant part of the site?	___	___
17.	Are there any explicit and significant smells at the site?	___	___
18.	Are there any explicit and significant sounds at the site?	___	___
19.	Is there significant movement or motion at the site?	___	___
20.	Is a jungle, swamp or marsh a significant feature at the site?	___	___
21	Is a river a significant feature of the site?	___	___
22.	Is a waterfall a significant feature at the site?	___	___
23.	Is a volcano a significant feature at the site?	___	___
24.	Is a port or harbor a significant feature of the site?	___	___
25.	Is a rural or agricultural theme a significant aspect of the site?	___	___
26.	Is an educational, cultural or religious theme a significant aspect of the site?	___	___
27.	Are ruins a significant feature at the site?	___	___
28.	Is the presence of commerce or industry a significant aspect of the site?	___	___
29.	Is a governmental or military ambience a significant aspect of the site?	___	___
30.	Is science or high technology a significant aspect of the site?	___	___